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ABSTRACT

The Basic Skills CVAE programs was a four-year experimental program initiated in 1961, the purpose of which was to retain potential dropouts from junior and senior high school by providing an adjusted basic course of study which would assist them in overcoming academic deficiencies and provide occupational orientation and skill development training experiences. Some features of the program included class size not exceeding 20 students, and simple lessons well planned and presented in small sections. Two of the six periods of the school day were devoted to language arts with emphasis on corrective reading. The third period was used for a modified mathematics course. During the remaining three periods, the students were scheduled for physical education and electives. Participation in extra curricular programs was strongly encouraged. The guidance program was designed to improve their attitudes towards themselves, their peers, and their world. A work-study program on the senior high school level was initiated during the 1966-67 school year. The students continue their academic studies one-half of the day and receive on-the-job training during the remainder of the day. (Author/JM)

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Houston)

A GUIDE TO THE BASIC SKILLS

COORDINATED VOCATIONAL-ACADEMIC EDUCATION

PROGRAM

Houston Independent School District
3830 Richmond Avenue
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APPROVED

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BASIC SKILLS
COORDINATED VOCATIONAL-ACADEMIC EDUCATION
(CVAE)

The Basic Skills-CVAE program is an adjusted basic course of study for junior and senior high school students who have experienced learning difficulties. The purpose of the program is to assist these underachievers in overcoming their academic deficiencies and to provide them with occupational orientation and skill development training experiences.

If the deficiencies are too great to overcome in junior high school, the basic course should be continued on the senior high school level. When the deficiencies are corrected, the student should be returned to the regular school program as determined by the counselors and principal. Students who remain in the Basic Skills-CVAE program until graduation will receive a high school diploma affixed with the seal of the Basic Skills-CVAE program.

The Basic Skills-CVAE program is the outgrowth of the Talent Preservation Project which began in the spring of 1960 in an effort to thwart the number of voluntary and involuntary dropouts in the Houston Independent School District, which totaled 4, 964. In an effort to intensify the holding power of the school for those students manifesting a complex of problems interpreted to be characteristic of the potential dropout, on June 12, 1961, the Board of Education authorized a four-year experimental program to be contained on the junior high school level, and to be initiated in the seventh grade in September, 1961. The following is a description of that program as it was and its growth into the senior high school Coordinated Vocational-Academic Education (CVAE) work-study program.

The philosophy affirmed that it was the obligation of the school to assist each and every student in the discovery and development of his capabilities, however limited. It was further believed that many of the young people who had become discouraged by repeated experiences of failure and frustration did possess the latent potential to become productive, valuable adults if they could be placed in an environment in which success is attainable. The main objective of this project was to open doors of opportunity to junior high school students who had displayed high dropout potential.

Eligibility of project students was determined according to the following criteria:

Chronological age of 14 years (1970 amended to read 13-1/2 years as of September 1 for junior high; 15-1/2 years as of September 1 for senior high)
Intelligence quotient of 70-90
Academic retardation of two years or more in language and mathematics

(Continued)

Cumulative record of academic, emotional, and social maladjustment
Record of irregular attendance during elementary school

Project teachers were selected by each principal on the basis of ability, understanding, and desire to help students of low academic achievement.

The objectives which were defined at the beginning of the project were as follows:

To intensify the holding power of the school through dynamic motivation and expert guidance
To develop and strengthen basic communication skills and fundamentals of mathematics
To provide learning experiences to combat the influence of competitive "pull away from school" attractions
To cultivate a more positive attitude on the part of the student toward his limitations
To attempt to improve the student's damaged self-image and elevate his aspirations
To prepare those students who do leave school when they are no longer subject to compulsory school attendance laws to become a constructive force in American society
To provide the student with a marketable skill when he leaves school

Class size did not exceed twenty students. Lessons were simple, very thoroughly planned, and presented in small digestible bits. Two of the six periods of the school day were devoted to language arts with the emphasis on corrective reading. The third period the students were enrolled in a modified mathematics course. During the remaining three periods, the students were scheduled for physical education and returned to the main stream of school life. Electives offered were crafts, shop, cosmetology, art, music, band, orchestra, typing, homemaking, and public speaking. Teachers attempted to ensure that students were fully aware of the practicality, utility, and value of all assignments. Each learning experience was evaluated in view of its apparent relation to the needs and characteristics of the students.

In order that the Basic Skills-CVAE students might come to respect themselves as individuals who are a necessary and valuable part of the school population, participation in some phase of the extra curricular programs of the school was strongly encouraged. To accelerate their rehabilitation, a very carefully planned guidance program was designed to improve their attitudes toward themselves, their peers, and their world.

The Basic Skills-CVAE student is eligible to participate in all school activities on an equal eligibility basis afforded regular class students.

Extra activities participated in and awards earned by Basic Skills-CVAE students, both junior and senior high school, are:

Varsity Sports - Track, Football, Basketball, etc.
Chorus and Glee Club
Marching Band and Orchestra
Class Officers
Science Awards
Art Awards
Music
Future Teachers
Stage Crew
Musicals and Plays
Perfect Attendance Awards
Music Awards
LVN Scholarships
Scholarships to Nurse's Training (Houston Baptist College)
ROTC

To lure the dropout to return to school and then not to teach him, to induce him to remain in school and then to promote his failure, however inadvertently, are strident injustices against which educators must constantly guard.

To avoid errors such as these, a work-study program on the senior high school level was initiated during the 1966-67 school year in the Houston Independent School District, This program is Coordinated Vocational-Academic Education, a Texas Education Agency approved vocational program for students with special learning needs. The students continue their academic studies one-half of the day and receive on-the-job training during the remainder of the day. We now employ twenty-five vocational coordinators for the purpose of securing training stations for students enrolled in the CVAE program. In addition to their academic program, the students receive skill development training through employment within the community.

CVAE vocational programs are of two types - Pre-Employment Laboratories and Cooperatives.

Pre-Employment Laboratories

CVAE Pre-Employment Laboratory courses are offered in fields of Home and Community Services, General Mechanical Trades, and Building Trades. The Pre-Employment Laboratory course is taught in two-or three-hour blocks of time and combined with the Basic Skills adjusted academic program.

Pre-Employment Laboratory students remain on the campus for the full day of instruction, with the exception of the Building Trades students working on projects approved by the principal and program administrator. Pre-Employment Laboratory courses are offered at the following schools:

Home and Community Services	General Mechanical Trades	Building Trades
Attucks Junior High School	Attucks Junior High School	Davis Senior High
Edison Junior High School	Davis Senior High School	Kashmere Senior High School
Fleming Junior High School	Edison Junior High School	B. T. Washington Jr.-Sr. High School
Lincoln Jr.-Sr. High School	Fleming Junior High School	
Marshall Junior High School	Key Junior High School	
	Lincoln Jr.-Sr. High School	
	Marshall Junior High School	

Cooperatives

Twenty-six CVAE Cooperative programs are offering skill development training opportunities to approximately 1200 Basic Skills high school students during the 1970-71 school year. These programs are providing the occupational orientation so vitally needed by students to assist them in the transition from school to the world of work. CVAE theory classes meet one hour each day during the school week and the coordinators help the students with school, personal, and occupational problems. In addition to the above, the class learns good grooming habits, job interviewing techniques, factors to be considered in occupational selection, consumer buying, sources of assistance when seeking employment, and available community service agencies. Also included in theory classes are realistic problem-solving approaches and techniques as they relate to employee-employer relations and employee-to-fellow-employee relations, and community and school activities. CVAE, therefore, is a broad, general course in occupational orientation, skill development, personal money management, and human relations. CVAE Cooperative students remain on campus half a day and report for on-the-job training for three to five hours in the afternoon. This course is an elective course for Basic Skills students and some selected regular class students with special learning needs.

High Schools offering CVAE Cooperative Programs

Austin	Lamar	Waltrip
Bellaire	Lincoln	Wheatley
Davis	Madison	Williams
Furr (2)	Milby (2)	Worthing (2)
Sam Houston (2)	Reagan	Yates
Houston Technical Institute (2)	Scarborough	
Jones	Sharpstown	
Kashmere	Sterling	

When the principal, coordinator, counselor, and parents believe that the student would profit by participating in the cooperative work-study program and when the requirements are met, placement may be made. After placement, the CVAE coordinator will work closely with the student, employer, school counselors, building principal, and teachers to assist the student in making satisfactory academic and occupational progress. Students unable or unwilling to profit by participation in the cooperative or Pre-Employment Laboratory courses should be removed and returned to a full academic program. Most CVAE students consider it a privilege to participate in their individualized programs. This program should not be abused by disruptive, insufficiently motivated students. The CVAE program has proved that a student's "O.Q." (occupational quotient) far exceeds his "I.Q." Very favorable reports from employers, principals, assistant principals, counselors, teachers, parents, and students verify the merits of the program. Periodically, employers rate every student on skills acquired, attitudes, performance, ability to get along on the job, and attendance. Their reports overwhelmingly support the belief that CVAE students can and do make competent, qualified, happy, productive tax-paying employees. With success on the job comes the first feeling of security and belonging that many of these students have ever experienced. With their improved self-image, students become interested in academics that previously had seemed unrealistic and unimportant. With income tax returns to complete, the mathematics teacher becomes a friend rather than an ogre. With reports to be written, job descriptions to be studied, new vocabularies to be absorbed, the English teacher becomes a needed ally rather than an enemy. Classes, per se, are no longer dull, boring, or monotonous--they are "for real!" The student is finally able to relate academic courses to the world of work.

Revised curriculum guides, better oriented faculty members, and more suitable materials have assisted greatly in the improvement and success of the CVAE program--a program designed not only to hold the dropout but to train him to become a happy, well-adjusted productive adult.

The CVAE program, initiated in four high schools in 1966-67 as occupational training for the underachiever, has expanded, not only in Houston, but throughout the state of Texas into the CVAE program where potential dropouts are remaining in school and being trained for transition to the adult world of work.

In the Houston Independent School District, vocational programs such as vocational agriculture, vocational-industrial training, vocational-office education, and distributive education have proved beneficial to students who are academically able and/or vocationally adept. Most of the students in the Basic Skills program are not academically able nor sufficiently talented vocationally to derive maximum benefits from these regular vocational programs. However, many Basic Skills-CVAE students have made sufficient progress by the time they reach senior high school level to be successful in regular vocational programs. Selection for placement in regular programs may be made after qualified personnel of the testing centers have administered vocational aptitude tests and recommended placement within a regular program.

When academic performance in the Basic Skills classroom and occupational performance on the job indicate the Basic Skills-CVAE student will profit from more advanced and technological instruction, additional vocational testing may be arranged. The school counselors, principal, and CVAE coordinator should review the student's performance records if consideration is being given for replacement in regular vocational courses.

Basic Skills students consistently making A's and B's in all their courses should be evaluated periodically for return to the regular program. The principal may place Basic Skills-CVAE students in regular academic and vocational courses on a trial basis if the past performance of the student is indicative of possible success within these programs. When the student is successful in a regular program, he should remain there. If the student cannot successfully progress within the more advanced academic or vocational program, he may be returned to the Basic Skills-CVAE program.

At the beginning of the 1970-71 school year it is known that with more extensive inservice training and orientation for the academic teacher of the CVAE student, a better understanding and an even better learning climate can be achieved. By revising the existing curriculum guides and writing supplementary bulletins, the academic program is continuously being evaluated and upgraded. A thorough follow-up on each student as he progresses through school, training, employment, or further technical and academic experiences is being kept. An in-depth study of these figures should help discover when the program can be improved and in what manner the continued progress of the CVAE student can be implemented. Efforts are expended to offer meaningful instructional and on-the-job training experiences that will promote occupational competence, provide a marketable skill, and produce happy, well-adjusted citizens. This is being accomplished by the growing support of the central administrative staff, principals, and school staffs within the Houston Independent School District.

These figures document the fact that the Basic Skills-CVAE student has remained in school and participated actively. We have no figures for the Basic Skill student who, through remedial work, was returned to regular classes. These figures are compiled from records kept by CVAE coordinators and other Basic Skills teachers (1967-68, 1968-69, 1969-70). These students passed entrance examinations, are performing well academically, and several are continuing to work part-time while attending classes. Many CVAE students are continuing in advanced vocational and technical training courses.

Number in college	-	86
Names of colleges	-	South Texas Junior College
		Lon Morris Junior College
		Blinn Junior College
		Lee Junior College
		Galveston Junior College

(Continued)

Names of colleges - continued

San Jacinto Junior College
Texas Southern University
Houston Baptist College
Lamar Tech
Austin College
University of Houston
Arkansas State University
Prairie View A & M
Midwestern University

In Technical Training - 52
Fully Employed - 811

In the majority of cases, the employer who works with the CVAE student during his junior and senior years, hires the student full-time upon his graduation. Many employers presently employ two or more students with some employing as many as six, and one having ten CVAE graduates.

Types of Training Stations

Furniture refinishers
Printer's assistant
Shoe department (manager trainee)
Barber college
Beauty college
Machine shop (inspector)
Machinist's helper
Groomer (pet shop)
Grinder (welder's shop)
Electrician's apprentice
Lathe sander
Equipment painter
Electronics assembler
Funeral attendant
Nurseryman
Pipefitter's helper
Mechanic's helper
Barber
Warehouse manager
Produce stocker
Warehousing and sales
Police force
Watchman
Dietary kitchen helper
Orderly
Nurse's Aide
L. V. N.
Inhalation therapist
Waitress
Fry cook
Bus boy/girl
Salad maker
Chef's assistant
Counter girl
Cashier
Line attendant
Driveway attendants
Truck drivers
Carpenter apprentice
Electrician
Plumber's helper
Dry wall finishers
Bricklayer's helpers
Cement finishers
Warehouseman
Welder (pipe line)
Welder's helper
Electrician's helper

SUGGESTED GRADUATION PATTERNS
BASIC SKILLS-CVAE STUDENTS

Junior High School

Grade 7

English
RWS (Reading, Writing, Spelling)
Texas History
Foundations in Mathematics I
Physical Education
One Elective

Grade 7 Electives

Art, Band, Choral Music, CVAE Home and Community Service CVAE General Mechanical Trades Crafts

Grade 8

English
Developmental (Remedial Reading)
United States History and/or World Geography
Foundations in Mathematics II
Physical Education
One Elective

Grade 8 Electives

Art, Band, Choral Music, Typing Homemaking, Wood Shop, Mechanical Drawing, CVAE Home and Community Service, CVAE General Mechanical Trades, Crafts

Grade 9

English
Foundations in Mathematics III
Earth Science and/or Life Science
Physical Education
CVAE Lab Courses
(Homemaking - Shop)

Grade 9 Electives

Art, Band, Choral Music, Typing Homemaking, Wood Shop, Vocational Agriculture, General Drafting, Environmental Technology, CVAE Home and Community Service, CVAE General Mechanical Trades
CVAE Building Trades

SUGGESTED GRADUATION PATTERNS
BASIC SKILLS-CVAE STUDENTS

Senior High School

Grade 10

Practical English
Functional (Occupational) Math I
World History

Students desiring not to take CVAE Laboratories or Cooperatives must be permitted elective courses.

Grade 10 Electives

Art, Handicrafts, Commercial Art, CVAE Lab/Co-op. Training, Typing, Drama, Band, Physical Education, Drill Squad, Reading, ROTC, Homemaking, General Shop, General Woodworking, Machine Woodworking, General Metal Working, Machine Metal Working, Graphic Arts, Sheetmetal Working, Welding, General Electrical Power Mechanics, General Handicrafts, Speech, Driver Education

Grade 11

Practical English
(Remedial Reading - Speech)
American History
Functional (Occupational) Math II

Students desiring not to take CVAE Laboratories or Cooperatives must be permitted elective courses.

Grade 11 Electives

Art, Handicrafts, Commercial Art, CVAE Lab/Co-op. Training, Typing, Speech, Drama, Reading, Band, Physical Education, Health, Drill Squad, ROTC, Military Science, Homemaking, General Shop, General Woodworking, Machine Woodworking, General Metal Working, Machine Metal Working, Graphic Arts, Welding, Sheet Metal Working, General Electricity, General Power Mechanics, General Handicrafts, General Music, Band, Orchestral Music, Mexican-American Studies, Negro-American Studies, Driver Education

NOTE: When Basic Skills students are administered the GATB and make the required patterns, they are eligible to take the following courses:

Vocational Agriculture, Appliance Repair, Auto Body and Painting, Auto Mechanics, Building Trades, Commercial Cooking and Baking, Dry Cleaning, Leather Trades, Small Gas Engines, Trade Dressmaking, Welding I, Cosmetology

SUGGESTED GRADUATION PATTERNS
BASIC SKILLS-CVAE STUDENTS

Senior High School

Grade 12

Civics, Economics
Senior Science
CVAE (Lab or Cooperative Training)
(Recommended but not required)

Grade 12 Electives

The CVAE-Basic Skills student is eligible to take any of the electives listed under Grade 11 if this course is offered at Grade 12.

Basic Skills-CVAE students displaying exceptional abilities in a single subject area should be permitted to take a combination Basic Skills and regular program.

Example: A Basic Skills student displaying exceptional math abilities but requiring the adjusted Basic Skills program in all other areas should be allowed to enroll in regular math courses as long as he progresses satisfactorily.

If there is indication that the student may function satisfactorily in more than one subject area, consideration should be given to placement in the regular program on a trial basis. This supports the philosophy of the Houston Independent School District in providing the best education available to every student regardless of his or her specific weaknesses.

BASIC SKILLS-CVAE COURSE DESCRIPTIONS

Basic Skills English

Grade Placement: 9

Content: Much of the work in the ninth grade is based on the needs of the student in the world of jobs. Students make practical use of skills in writing letters requesting job information and in writing letters of application. Students read about occupations. Stories dealing with problems faced by teenagers are stressed. These include home problems, problems involving the handling of money, and the students' responsibility to society. Oral English is emphasized--answering the telephone, giving directions, and participating in interviews. These students are interested in today's world and their relationship to it, so the newspaper serves as a current textbook. Emphasis on social adjustment and finding a place in society is important.

Foundations in Mathematics III

Grade Placement: 9

Content: This course stresses reinforcement of the basic operations using whole numbers, fractions, decimals, and percents keyed to everyday living and occupational interests of the students. It stresses simple geometry such as working with similar figures and areas and volumes of geometric figures. It is the foundation course leading to the Occupational Mathematics courses in the 10th and 11th grades.

Earth/or Life Science

Grade Placement: 9

Content: In the first semester, Life Science presents selected concepts, facts, and principles of living things with emphasis on the relationships to everyday living. The laboratory gives experiences in observation and the scientific method.

In the second semester, Earth Science presents concepts of the earth, its position in space, its motions, structure, history, atmosphere, and the students' relationship to it.

Reading (Remedial)

Grade Placement: Any level deemed necessary by counselors and principals

Content: In these classes the following reading skills are taught as needed by individual students. (Student reading needs are ascertained by test and his daily reading performance in class.)

1. Strong Listening Program (Taped):
   a. phonic analysis
   b. syllable and accent rule
   c. word building
   d. spelling generalizations
   e. general academic information

2. Reading Comprehension Program to Develop These Skills:
   a. knowing what the passage is about, meaning of the whole
   b. listing the order of important details, or the organization of material
   c. recognizing implied details
   d. knowing the correctness of a statement in relation to the selection
   e. understanding the meaning of reference words, such as they, some, who, those, this each. Perceiving the truth or falseness of a statement
   f. predicting outcomes
   g. relating material read to student life experience
   h. answering thought questions
   i. studying words
      - meaning from context
      - simple word analogies
      - cross-word puzzles
      - synonyms
      - antonyms
      - homonyms
      - prefixes, suffixes
      - making new words from prefixes and suffixes

3. Oral Discussions (and Reading)
   a. presenting three-minute talks
   b. reading short plays aloud
   c. acting out a certain part of a play
   d. making individual contributions to class discussions

4. Library Program to Develop Library Skills
    a. locating, classifying and organizing material
        . Dewey Decimal System
        . card catalogue
        . author's name
        . subject
    b. finding related material
        . encyclopedia
        . atlas
        . almanacs

Basic Skills English (Practical)

Grade Placement: 10

Content: Practical English emphasizes oral and written communication. Occupational application is recommended. Letters of application are written. The use of newspapers, shop training manuals, and other related materials is encouraged to reinforce communication skills.

Basic Skills Occupational Mathematics I

Grade Placement: 10

Content: This course stresses the mathematics encountered in everyday living and working for the students involved. Emphasis is placed on personal banking, borrowing, and credit buying for personal use. Occupational problems involving the manipulation of the slide rule; English and Metric measurements; elementary Algebra involving the learning of solving simple equations; simple formula solving; reading and interpreting graphs and maps, and square roots.

Basic Skills World History

Grade Placement: 10

Content: World History surveys the beginning of civilizations, the development of Western civilization, and the relationship of these historical events to the students' environment and to other persons and groups. Emphasis is placed on the duties and responsibilities of world citizenship.

Building Trades (Wiring, Carpentry)

Grade Placement: 9, 10, 11, 12

Content: Building Trades (wiring and carpentry) provides a study of selected electrical and related construction industries (residential, office buildings, factories, hospitals, and schools). Study in depth of electrical construction fundamentals is begun and students apply theories by performing a variety of electrical installations and the construction of major residential building sections (outside walls, ceilings, and roofs).

Carpentry is covered in two semesters and includes a study of safety, attitude, theory, and practice. Subject covers tools of the trade, theory of steps used to construct buildings, both residential and commercial. All crafts employed are covered in theory. The aim is to prepare youth with basic semi-skill for entering a trade.

Electrical fundamentals studied include: layout, blue-print reading, assembly and installation of electrical fixtures, apparatus and wiring used in electrical systems (electrical machinery, controls and signal communications systems). Students become familiar with the National Electrical Code, as well as state, county, and municipal regulations applying to electrical construction. Electrical Wiring is a study of theory and practice, using job procedures. Course covers all types of wire, conduit, Ohm's Law, parallel series, farm wiring, motor meter wiring, tools, and safety.

Home and Community Service

Grade Placement: 9, 10, 11, 12

Content: The Home and Community Service course is designed to provide fundamental instruction in such areas as employment interviews, employment applications, and job solicitation. Also, it provides the student with basic skills in such areas as commercial food preparation and service, industrial sewing, laundry service, furniture upholstery and refinishing. In addition, instruction in grooming and personal hygiene is offered as a continuing adjunct to the program. This course meets for two hours daily.

General Mechanical Trades

Grade Placement: 9, 10, 11, 12

Content:

I. Small Engines: Instruction includes development, application and operation of 2- and 4-cycle internal combustion engines to 5 horsepower. Students are prepared to troubleshoot any malfunctions, initiate repairs, and perform final check out of equipment on all pertinent operating systems.

II. Automotive: Instruction includes: troubleshoot, repair and check out of automotive systems to include electrical, drive train, and related systems. General Automotive includes service to all systems.

III. Air Conditioning: Instruction includes: scientific operation of air conditioning units, test, repair and check out to units which includes operation of test equipment, initiation of repairs on compressors, motors and electrical systems and freon service.

IV. Electrical: Instruction in basic automotive electrical theory includes its generation, transmission and application. Also included is instruction in trouble-shoot, repair, test and checkout of small electrical appliances.

Practical English

Grade Placement: 11

Content: Practical English 11 is a continuation of the skill development techniques used in English 10. Greater emphasis is placed on reading development and writing skills of an occupational nature. Students are encouraged to read occupational materials relating to their areas of interest and write reports, critiques, or skits for oral classroom presentation.

American History

Grade Placement: 11

Content: American History reviews the circumstances of the European migration, the establishment of colonies, and life within the colonies. The winning of independence, the formation of the United States, and the preparation and adoption of the Constitution are also included.

Basic Skills Occupational Mathematics II

Grade Placement: 11

Content: Course is reinforcement and continuation of Basic Skills Occupational Mathematics I dealing with the more advanced occupational problems. Problems involving the use of slide rule in occupational problems; learning to read micrometers and venier calipers; use of trigonometric ratios in occupational problems; conversion of English and Metric measurements; shop mathematics such as record keeping, invoicing, time keeping, and ordering, and various other occupational problems.

Basic Skills Government

Grade Placement: 12

Content: Government includes a study of the structure and function of Federal, State, and local governments in the United States. It also includes a study of political and civil rights and responsibilities of citizens and political parties.

Basic Skills Economics

Grade Placement: 12

Content: Economics provides the Basic Skills student with opportunities to learn of the competitive free enterprise system of the United States. It attempts to teach respect for the ideals and principles upon which the American system is based and to encourage responsible participation and improvement of this system.

Senior High School Science (Biology)

Grade Placement: 12

Content: Senior high school science consists of the following:

1. Measurements - English and metric
2. Use of the microscope and other laboratory instruments
3. Weather and conservation of natural resources
4. Health of the body and mind
5. Chemicals and indicators
6. Plants, seeds, and gardens
7. Magnetism, energy, and light
8. The use and control of fire

CVAE Cooperative Training

Grade Placement: 10, 11, 12

Content: The Cooperative Part-time Training Program is designed for the in-school student who has a unique academic situation which prevents him from taking part in the regular Vocational Education program. The student is enrolled in a modified academic program for the maximum of four hours each day in order to obtain the basic education skills. The remaining half of the school day, the student is employed in a single skilled occupation in which he can achieve to the maximum potential of his ability.

A minimum of fifteen work hours each week is spent by the student at the training station where he is taught the skills of his occupation. The teacher-coordinator works with the employer in helping the student develop into a good employee and a worthwhile citizen of the community. The classroom instruction introduces the student to the world of work, covering the areas such as securing a job, managing money, insurance, safety, and character development.

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Basic Skills/CVAE